

PARLEY FIRST SCHOOL



TARGET SETTING POLICY

Purpose

To improve achievement and ensure progress, aspirational targets are agreed for every pupil. Attainment targets will be based on the prior attainment of each pupil, and aim for outstanding progress.

Attainment targets highlight the relationship between target setting and AFL.

Pupils are involved in setting targets for improvement and work towards achieving the next steps in their learning. Parents are involved in next step targets through written reports and discussion at parents/teacher consultations.

Relationship to other policies

This policy should be read in conjunction with our policies on assessment, curriculum, performance management, attendance & behaviour, SEN, pupil discipline, race equality, gifted and talented, registration and attendance and the home-school agreement.

Roles and responsibilities of headteacher, other staff, governors

The headteacher will ensure that

- There is a coherent strategy for the effective management of performance data
- Staff and governors receive training on the interpretation and use of data to inform their planning and pupil-centred target-setting
- Pupils' attainment and progress is tracked in line with the assessment, recording and reporting policy. The information is used to set SMART (specific, measurable, achievable, relevant, time-limited) targets
- At least one pupil progress target is agreed with each teacher as part of the performance management cycle
- The governing body receives information on progress at the middle and end of each academic year to enable it to make informed decisions when agreeing targets and monitoring and evaluating progress.

The Teaching & Learning Manager will

- Ensure pupil targets for each child are challenging for the end of year and show expected progress
- Calculate percentage target predictions for Y2 and Y4 comparing to school trends
- Monitor all pupils attainment and progress at the end of each term and check against targets
- Track targets from year to year
- Raise targets if met and support and monitor the provision of all under achieving pupils
- Report to governors on achievements and progress in the middle and end of each academic year

Subject Leaders will

Organise the collection of relevant data so that they can

- Analyse performance data in their curriculum area and guide colleagues on the setting of realistic and challenging attainment and progress targets for each pupil
- Monitor progress of pupils towards the targets at the middle and end of each academic year
- Evaluate outcomes with reference where relevant to local and national comparative data, focussing on trends over time, the relevant performance of different groups of pupils - the more and less able, the genders, ethnicity - performance within and progress between key stages, and report this analysis to staff and governors in accordance with agreed school procedure.

The SENCO will

Organise the collection of relevant data so that s/he can

- Analyse performance data and guide colleagues on the setting of realistic and challenging attainment and progress targets for each SEN pupil
- Monitor progress of pupils towards the targets at the end of each term
- Evaluate outcomes with reference where relevant to local and national comparative data, focussing on trends over time, the relevant performance within and progress between key stages, and report this analysis to Senior Leadership Team and Governors in accordance with agreed school procedure.

Performance Management Team Leaders will

- Ensure that evidence-based pupil progress targets are agreed with each team member in the performance management process
- Monitor progress of team members towards the targets at the middle and end of each academic year

All teachers will

- Gain the necessary expertise and knowledge about data analysis through training so that informed judgements can be made when setting targets and monitoring and evaluating progress
- At the end of every term assess pupil progress and monitor against target

- Review children's needs and provision required to meet existing target
- Set targets for pupils in line with school policy and practice
- Monitor pupils' progress in line with schools assessment recording and reporting policy
- Liaise with Special Education Needs Co-ordinator (SENCO) where required to support pupils on IEP's (Individual Educational Plan)
- Liaise with T&L manager
- Encourage pupils to assess their progress towards their targets, and help them to understand what they have to do to improve
- Report the progress of pupils against their targets to parents formally once each year and informally at least each term, discussing, reviewing and drawing up new IEPs where required
- Celebrate success in meeting targets using school reward systems

Pupils will

- Agree targets for improvement with teachers
- Assess their own progress and seek advice if they are unsure about what to do to improve.

The governing body will

- Develop the skills and knowledge it needs to enable its members to analyse and interpret data in order to make informed judgements when setting statutory targets, and in order to monitor and evaluate progress towards them
- Ensure that statutory assessment results are published in the school profile and in the prospectus
- Agree action with the headteacher where progress towards agreed targets is below expectations
- Recognise and celebrate the effort and success of pupils and all staff.

Arrangements for monitoring and evaluation

Progress towards the aggregated targets for each class, subject and year group will be analysed at the end of each term and the end of the academic year by T&L manager, and reported to the teaching staff and headteacher who will report to the governing body through the Staffing and Curriculum Committee.

Raise On Line and other summative performance data will be analysed by the Senior Leadership team and evaluated with the support of the governing body during the autumn term.

This policy should be reviewed every 2 years.

Reviewed: Spring 2011

Next Review Due: Spring 2013